Programme Project Report (PPR)

Master of Arts (History)

Directorate of Distance Education

NIMS UNIVERSITY RAJASTHAN, JAIPUR

Programme Project Report (PPR)

Masters of Arts (History)

1	Degree Awarding University	Nims University Rajasthan, Jaipur
2	Teaching Institution	Directorate of Distance Education, Nims University Rajasthan, Jaipur.
3	Name of the Programme (specified by UGC.)	Master of Arts (History)
4	Minimum duration of the programme (yrs.) as per	Two Years
5	Minimum eligibility for admission	Graduate
6	Programme Credit	64
7	Qualifications framework level	Post Graduate
8	Nature of Target Group of Learners	Adults/professionals/In service Personnel/Drop out/ Home Makers
9	Date of commencement	Academic Year 2018-19
10	Type of Programme: Professional or General	General

(A) Programme's Mission & Objectives

The NIMS University as a higher educational institution offers a wide range of advanced and better quality distance learning programme to its students. By upholding this vision, the MA History programme of NIMS University Distance Education intent to:

1. To provide learners with relevant, up to date knowledge in the subject of history and enabling them to take up the challenges of the world they are about to enter.
2. To assist a larger population out of the conventional university system, attain high quality learning experience and thereby professionally enabling them.

Objectives

1. To impart higher education to every qualified learner.
2. Maintaining higher education accessible and affordable.
3. Continuous effort to make the subject relevant and up to date to the learners

4. Providing history as a discipline to appreciate the distinct and diverse culture of our land in specific and of the world in general.
5. Enabling the learners to formulate a stable outlook for the future based on the study of the past and the present.

(B) Relevance of the Programme Institution's Mission and Goals:

Institutional Mission

Nims University Rajasthan provides outstanding learning experience for excellence in all disciplines of education which have a transformative impact on society through continual innovation in education and research. This will help the student to join more advanced courses in the future. Providing MA History as a programme of study through distance learning meets the following goals of Distance Education.

Institutional Goal

1. Study of History as a discipline to understand the setting of the world politics.
2. To provide reasonable education to the society in all walks of life.
3. To provide courses with emphasis on developing value based ethical career orientation.
4. To carry out innovative research and development for the benefit of society.
5. To produce trained and capable manpower with commitment to societal needs.
6. To develop employability of participants.

Linkage with Program Mission

The institute's mission goals are holistically inherited in this program of Directorate of Distance of Nims University. This program will deliver required quality theoretical and industry inputs to students that develop creative thinking to make them experts and professionals in the psychological field. The programs offered will allow the learners to learn at their own pace along with pursuing their other professional endeavors. The students' support services will take timely feedback to ensure timely response and enhance overall quality standards.

(C) Nature of prospective target group of learners:

The curriculum of M.A. History programme is designed to help the students of target groups primarily to those:

1. Dropouts due to financial and social hurdles or due to any personal reasons
2. Low income groups (not able to afford cost of regular mode of education)
3. Rural populations
4. Working class of both organized and unorganized sectors
5. Employed persons

(D) Appropriateness of ODL mode for Acquiring Specific Competencies or Skills

Nims University study materials for MA History courses are composed to improvehistorical expertise by including the recent developments in the field of history. The recent development in the theoretical as well as methodological areas are incorporated in thesyllabus. Academic skills in history could be learned only through the proper study of the subject by utilising carefully designed curriculum.

The MA Historycourse is designed to prepare the student community with many important skills at graduate level. The most important them are:

1. Gaining a deeper sense in History of humanity in rational way.
2. Attaining capacity to comprehend, examine, assess the subject matter.
3. Acquiring the ability to clarify how and why major changes occurred in the society.
4. Ability to analyse the social, political, economic and cultural aspects of history.
5. Acquiring knowledge to use the sources to reconstruct the past in a scientific way.
6. Developing critical thinking and analytical skill through careful evaluation of the sources like literary, archaeological, oral etc.

Program Learning Outcome

By the completion of the programme, a student of MA Historywillbe able to:

1. In depth understanding of world history
2. Knowledge about various historical events that shaped the current world.
3. Philosophies and thoughts that influenced the course of world events.
4. Adequate understanding of local cultures and traditions.
5. Appreciation of diversities of history, people, tradition, religions and culture.
6. Grasping history as a powerful tool in areas like international relations and foreign affairs.
7. Understand the stages of entire human history from an academic point of view.
8. Will be able to do jobs related to documentation, museums, heritage projects etc.

(E) Instructional Design:

Course Curriculum:

The course curriculum is designed and prepared by the committee of experts from the concerned departments and the professionals. The curriculum is based on local, regional as well as national and international needs.

Programme Structure:

S.No.	Courses (M.A. HIST.)	Marks	Internal Assessment	University Exam	Credits
1st year					
1	Theories, and Visions of History	100	30	70	8
2	Main Currents of Modern World History up to 2000 A.D.	100	30	70	8
3	History of China and Japan (1839-1945)	100	30	70	8
4	Ancient Indian History (Earliest times to c. 750A.D.	100	30	70	8
	2nd Year				
1	History of Medieval India	100	30	70	8
2	Social, Economic and Religious life in Ancient India	100	30	70	6
3	Women in Indian History	100	30	70	6
4	History of Modern India (1757 A.D.-2000A.D.)	100	30	70	6
5	Dissertation	200	50 (viva voice)	150 (Evaluation of Dissertation Report	6
	Total Marks	1000			
	Total				**64**

Duration: Two years.

Study Materials:

The study material is developed in self-learning (SLM) format by both the internal and external experts on the guidelines laid down by the statutory body. The Nims University follow a 5 step systematic process with following key process areas - Analysis, Design, Development, Implementation, and Evaluation.

1. Analysis: Define overall goals, scope and feasibility.
2. Design: This stage covers – identifying student profile, defining course objectives, defining course structure and design.

3. Development Module: Developing modules and units, SME review and production of instruction. This covers the areas of interactive text, language levels, self-assessment activities, and other features to improve communication and pedagogy.
4. Implementation: Conducting the course.
5. Evaluation: Evaluating success and collecting data.

Faculty and Support Staff Requirements

- Associate Professor- 01
- Supporting staff will be provided by Directorate of Distance Education, Nims University Rajasthan, Jaipur.

Instructional Delivery Mechanism and Instruction Media

The following media is used for delivery of instruction for this programme:

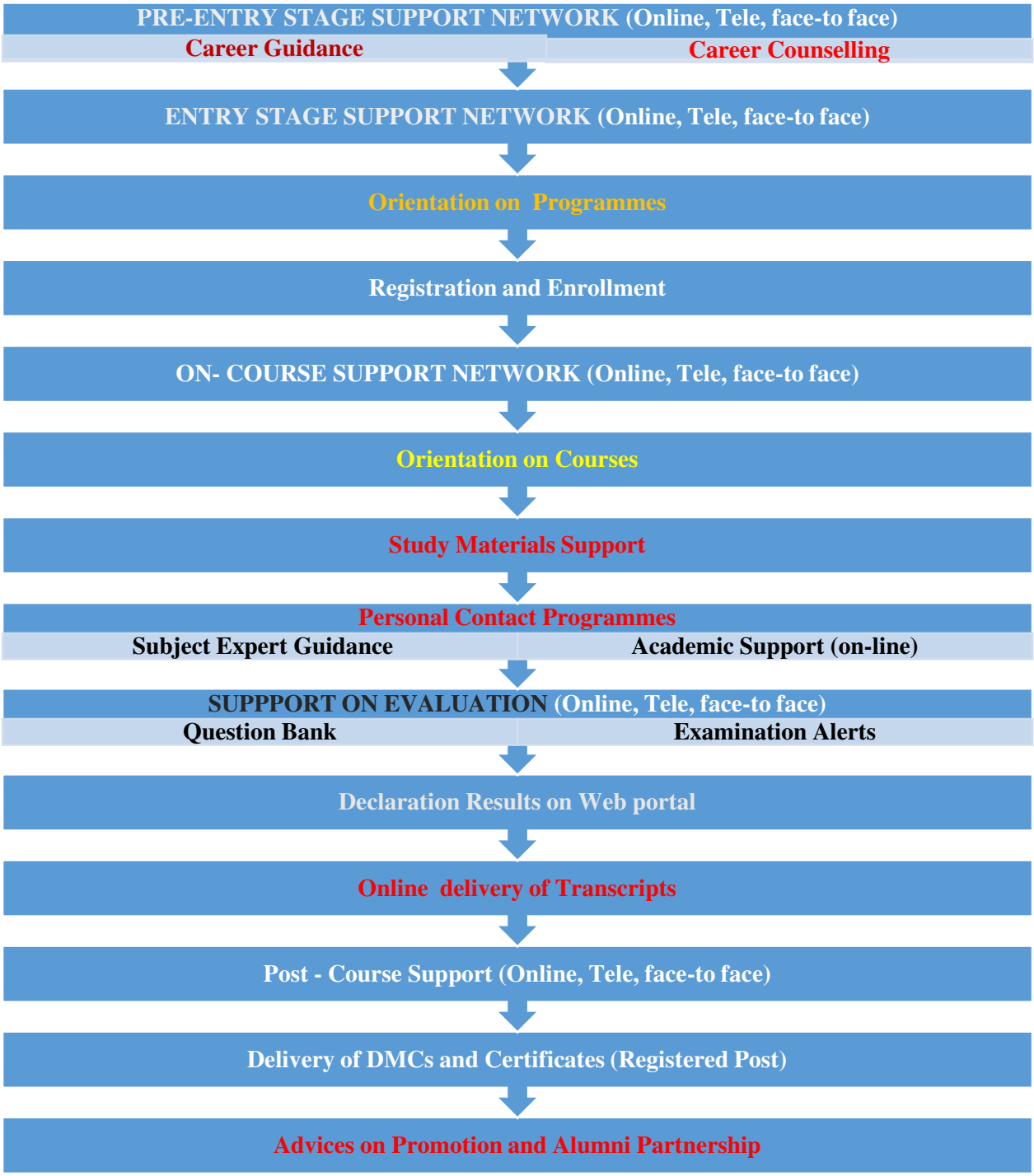
S. No.	Media
1.	Print Material
2.	Power Point Presentations
3.	Assignments
4.	Audio/Video programmes
5.	Online materials/resources
6.	Computer conferencing
7.	Video conferencing
8.	Recorded lectures on the website
9.	CD- ROMs /DVDs
10.	Interactive Teleconferencing

Student Support Service Systems

At Nims, learner support system is hassle- free, meaningful, and adventurous. Distance learners enrich their educational experiences with the support of meaningful interactions with academic counselors. At the onset, we provide career counseling. In the next stage, learners get academic counseling in terms of programme orientation, pointers on syllabi and schemes. Distance learners are supported at NIMS to

practice self-regulated learning strategies. A major portion of our academic programmes are supported with Personal Contact programmes (PCP). Finally our learners now get to choose the time, place and pace of learning.

The Nims University follows the following flow chart for student support services:


PRE-ENTRY STAGE SUPPORT NETWORK (Online, Tele, face-to face)
Career Guidance
Career Counselling
ENTRY STAGE SUPPORT NETWORK (Online, Tele, face-to face)
Orientation on Programmes
Registration and Enrollment
ON- COURSE SUPPORT NETWORK (Online, Tele, face-to face)
Orientation on Courses
Study Materials Support
Personal Contact Programmes
Subject Expert Guidance
Academic Support (on-line)
SUPPPORT ON EVALUATION (Online, Tele, face-to face)
Question Bank
Examination Alerts
Declaration Results on Web portal
Online delivery of Transcripts
Post - Course Support (Online, Tele, face-to face)
Delivery of DMCs and Certificates (Registered Post)
Advices on Promotion and Alumni Partnership

F. Procedure for Admissions, Curriculum Transactions and Evaluation

Admission Process
Admissions in Nims University through Open and Distance Learning (ODL) Mode will be made online. The students will be required to follow the following steps to take admission:

- The University will notify Academic Calendar of Programs/Courses in Newspaper and on University Website.
- Admission to all the programs is through notification in Newspaper and on university Website.
- Admission Process is online.

Eligibility Criteria for Admission: Graduate in any stream

Fee Structure: Rs10000/- Per Annum

Curriculum Transactions
The curriculum to distance learners is delivered through printed Self Learning Materials (SLMs), face to face tutorials and counselling, work books, assignments, audio/video programmes, video conferencing and interactive teleconferencing etc.

Evaluation

The evaluation system followed in institution includes both the Term End Examination (TEE) and Continuous Evaluation.

Method of Evaluation for each Programme

Programme	Continuous Evaluation	Internal assessment	Term and Evaluation	Weightage in overall assessment
Master Level (Theory & Practical)	Internal Assessment (Assignments + Project Report)	30	Theory Examination, Practical & Viva Voce	70

G. Requirement of Laboratory Support and Library Resources

Our Self Learning Material (SLM) serves the purpose of resource materials (print and digital content such as videos, webinars, presentations, quizzes etc.) designed to empower you to achieve all your academic

goals and transform you to become an independent and autonomous reflective practitioner. In true sense these materials make your learning enjoyable, meaningful, transferrable, and permanent.

H. Cost Estimate of the Programme and Provisions

S. No.	Particulars	Amount
1	Course Fee	10000
2	SLMs development and distribution	100000
3	Postal Expenses	100000
4	Salary and other administrative expenses	1200000

I. Quality Assurance Mechanism and Expected Programme Outcomes

Nims University Rajasthan has constituted Internal Quality Assurance Cell which is responsible for the monitoring of the quality of all programmes running under ODL programmes. Students and public sectors

Annexure-1

Syllabus

Master of Arts (History)

1st Year

Paper-I. Theories and Visions of History

Course Learning Objectives:

The objective of this course is-

1. To learn the nature and scope of History
2. To understand the Historical Fact Sources of information.
3. To learn the Philosophy of History.
4. To understand the objectivity, Traditions of Historiography.
5. To understand the problem of historical objectivity.
6. To learn the Theories of History.
7. To understand the Approached to History.
8. To understand the Major philosophies.

Unit-I	Meaning, Nature and Scope of History. Tradition of Historiography. Western Arabic, Persian and Indian Modern- Idealist, Positivist, Marxist.
Unit-II	Historical Fact Sources of information-aids-auxiliaries-criticism-internal and external. The problem of historical objectivity-Value of judgement in history.
Unit-III	Historical Interpretations and historical imagination. Theories of History – Cyclical, liner, Idealist, Materialist, Sociological, Comparative, Structural, Ecological and Post-modernist.
Unit-IV	Philosophy of History-Critical and Speculative-Causation-generalization. Approached to History- Theological, Orientalist, Imperialist, Nationalist, Marxist, Subaltern and Post-modernist.
Unit-V	Objectivity, Traditions of Historiography: Ancient-Greco-Roman, Chinese, Ancient, Medieval Indian. Major philosophies and meta historical visions of history and culture-Western-Hegal, Marx, Spanglar, Toynbee, Indian- Aurbindo, Govind Chandra Pandey and YashDevShalya.

Course outcomes

At the end of this course, the student will be able to

1. To understand the meaning and scope of History.
2. To learn the fundamental of Historical Fact, Sources of information and its Interpretations.
3. To understand the Objectivity and Traditions of Historiography.

1 To understand the wide concept of Historiography.

2. To learn the Different Theories, Approach and main philosophies of History.

Recommended Readings:

1. V.S. Agrawala : Itihasa Darshana (In Hindi), Vaani Prakashan 1974,Varanasi.

Budhdha Prakash : Itihasa Darsahna (In Hindi), Abhivkyati Prakashan,1997 Lucknow
2. G.C. Pande (Ed.): Itihas Swaroop evam Siddhanta (In Hindi), Jaipur publishing House,1988Jaipur
3. E.H. Carr: What is History ,Oxford Univ. Press, 1961,London (Also in Hindi)
4. R.G. Collingwood: The ideas of History, Dorsey press, 1961 London
5. M.C. Lernon : Philosophy of History , Oxford Univ. P ress, 1972,London
6. Paul Hamilton : Historicism Oxford Univ.Press,1967,London
7. Satish K. Bajaj: Recent Trends In Historiography, Rajkamal Publication ,1996,New Delhi
8. U.N. Ghoshal: Studies In Indian History And Culture, Jhaveri and Tendulkar publication 1989,Mumbai
9. W.H. Walsh-Philosophy of History: An Introduction, Harper and Row,1968 London
10. Satish K. Bajaj: Recent Trends In Historiography, Rajkamal Publication ,1996,New Delhi

Paper II. Main Currents of Modern World History upto2000 A.D.

Course Learning Objectives:

The objective of this course is

1. To learn the Renaissance.
2. To understand the Feudalism to Capitalism.
3. To learn the American War of Independence.
4. To understand the Imperialism and Colonization.
1. To learn the First and second world war- Causes and consequences.
2. To understand the great economic depression and Recovery.
3. To learn the Formation and consequences of the bipolar world.
4. To understand the UNO and the world peace.
5.To understand the Disintegration of Socialist Block.

Unit-I	Renaissance – Its meaning, nature and Impact. Reformation and its Impact. Counter Reformation. Industrial Revolution- Causes, Stages and Impact. Debate on Transition From Feudalism to Capitalism.
Unit-II	American War of Independence Causes, Nature and Significance. The French Revolution and its impact. Rise and fall of Napoleon Bonaparte. Growth of Nationalism–Unification of Germany and Italy.
Unit-III	Growth of Imperialism and Colonisation –Exploitation of New World. Nature of European Imperialism in China. World up to 1919: First world war- Causes and consequences Paris peace settlement and its results. World between two World wars : League of Nations Its objectives and limitations
Unit-IV	The great economic depression and Recovery. Nazism in Germany, Fascism in Italy and Militarism in Japan Second World War: Causes and consequences. Nationalist movements and the process of decolonization. Formation of the bipolar World-Cold war and its consequences on Aligned movement and the third world. UNO and the world

	peace.
Unit-V	Nationalist movements and the process of decolonization. Formation of the bipolar world-Cold war and its consequences on Aligned movement and the third world. UNO and the world peace. Social Economic, Scientific and technological developments Industry, science, technology, communication and information. Cultural revolution, Civil rights movement. From bipolar to Unipolar world: Disintegration of Socialist Block-Causes, Process and Impact. Globalisation- Nature and its Impact. Trends of Terrorism (1900-2000).

Course outcomes

At the end of this course, the student will be able to

1. To understand the Main aspects of Renaissance, Reformation and Counter Reformation.
2. To learn the various causes and impact of Industrial Revolution.
3. Understand the main causes and consequences of American War of Independence.
4. To understand the origin and development of nationalism from eighteen century to nineteen century.
5. To learn the expansion of Imperialism and its effect.
1. To understand the Causes and consequences of First and Second World War.
2. To learn the concept of great economic depression and Recovery.
3. To understand the various aspects of Cold war.
4. To learn the contribution of UNO in world peace.
5. To understand the various dimensions of Globalization and Terrorism.

Recommended Readings:

1. S. Harrison Thomson: Europe in Renaissance and Reformation, Cambridge univ. press, 1967
2. Hery S.Lucas: Renaissance and Reformation, Oxford univ.press,1974
3:ThomasS.Asthon: The Industrial Revolution(1760-1830) Oxford Univ.Press,1977
4.J.A.R.Marriot: Evolution of Modern Europe (1453-1939) Orient Longman, 1967
5.RichardM.Brace: The Making of the Modern World Penguin Books,London,1990
6.HaroldM.Vinake: A History of the far east in Modern Time Cambridge,1987
7.H.C.Jain : wishwakaItihas Jain Prakashan ,Jaipur,1984
8. Dinanathverma: Adhunik WishwakaItihas, Bihar Hindi granthAkadamy,,Patna,1996
9.K.G.Sharma : Wishwaka Itihas , Kamal Publication 2001,Jaipur.

Paper-III. History of China and Japan (1839-1945)

Course Learning Objectives:

The objective of this course is

1. To learn the opium war.
2. To understand the Scramble for China.
3. To learn the Split in Kuomin-tang Party.
4. To understand the Japanese invention of Manchuria.
5.To understand the civil war in China.
1. To learn the establishment of the people's republic of China.

2. To understand the Western intervention.
3. To learn the Meiji Restoration. Political Awakening.
4.To understand theEmergence of Japan as a world power.
5. To understand theJapan and the World War II.

Unit-I	The opening of China. The opium war. Tai Ping Rebellion. Scramble for China, Rise of Nationalism in China, The Chinese revolution of 1911, Role of San Yat Sen his Ideas.
Unit-II	Chiang Kai-Shek's leadership. Split in Kuomin-tang Party. Chiang's Anti-communist policy and his failure. Japanese invention of Manchuria.
Unit-III	Rise of communism in China. Communist Programme. Long March Consolidation of Communist in North-West China and World War –II civil war in China. Victory of the Communists and establishment of the people's republic of China. Mao-Tse-Tung's ideas and role.
Unit-IV	Japan's contact with the west. Western intervention, Revolution of 1867.Abolition of Shogun ate and Meiji Restoration. Political Awakening, Modernisation of Japan.
Unit-V	Emergence of Japan as a world power. Sino-Japanese, Wars, Rusos-Japanese War, World war-I Japan and Washington Conference. Imperialist Japan and the world war II. Manchurian crisis. Japanese defeat and surrender in1945.

Course outcomes

At the end of this course, the student will be able to

1 .To learn the various aspects of opium war.
2. To understand the various stages of Scramble for China and the rise of Nationalism in china.
3. To learn the impact of Chinese revolution of 1911.
4. To understand the background and consequences of civil war in china.
1. To understand the Establishment of the people's republic of China after civil war.
2. To learn the impact of 1867 Revolution in Japan and establishment the Meiji Restoration.
3. To understand the main events in Japan from Meiji Restoration to end of the Second World War.

Recommended Readings:

1.Nicholas Tarling, ed.,The Cambridge history of Southeast Asia Vol-I,Cambridge,1992
2. Nicholas Tarling. Nations and states in Southeast Asia Cambridge,1998
3.Bendict Anderson.Spectres of composition: Politics, Cultureand the Nation. Vesrso, London 1992
4.Michal Adas.The Burma Delta. Economic Developmentand social change on an Asian rice frontier,1852-1941 University of Wisconsin press1974.
5.James C Scott. The Moral economy of the Peasant: Rebellion and subsistence in Southeast Asia, Yale university Press 1979
6.Christopher Bayly and Tim Harper. The forgotten was: Freedom and Rebellion in Southeast Asia, Penguin Books,2007
7.H.M.Vinacke.A History of the far east in Modern time (Also in Hindi) Oxford Univ.Press.1998
8.S.K.Vidyalankar .Sudur PurvkaItihas, Rajkamal Prakashan, Delhi 1994

Paper-IV. Ancient Indian History (Earliest time to c.750A.D.)

Course Learning Objectives:

The objective of this course is

1. To understand the pre and proto Historic cultures.
2. To understand the various aspects of Harappa Culture.
3. To understand the various aspects of early Vedic culture and Later Vedic Culture
4. To learn the Emergence of Mahajanpadas and Republican states.
5. To understand the Magadha Imperialism, Mauryan Empire and administration and culture.
6. To learn the political and cultural history of Sungas.
7. To understand the nature and impact of Indo-Greek rule.
8. To learn the Gautamiputra Satkarni, his achievements
9. To understand the political and cultural achievements of Kanishka..
10. To understand the cultural development.

Unit-I	Sources for the study of history of India from the beginning up to 200 B.C. Palaeolithic and Mesolithic cultures and rock art. Concept of the Neolithic and a study of Neolithic and Chalcolithic cultures. The Indus Saraswati Civilization : Origin , Extent and main features-town planning, agrarian base, craft specialization. The Vedic literature. The early Vedic culture: Polity, Society, economy and religions. The Later Vedic Culture: Polity Society economy and religion. The Vedic Saraswati river and evidence for its historicity.
Unit-II	Emergence of Janpadas and Mahajanpadas (600 B.C.-400 B.C.).Republican states and their functioning. Rise of Magadhan Imperialism upto the Nandas. The Mauryan Empire: Sources and historiography. Chandragupta Maurya-early career, conquest and extent of empire. Ashoka the Great. Kaling war and its consequences. Ashoka and Buddhism. Ashoka's Dhamma. Nature of Mauryan State and its Administrative organization. Decline and downfall of the Mauryan empire. Mauryan society and economy. Mauryan art and architecture. Trade and commerce in Mauryan period.
Unit-III	A survey of the sources for ancient Indian history from c.200 B.C. to 750 A.D. political and cultural history of Sungas. The nature and impact of Indo-Greek rule. King Kharvela of Kalinga and his achievements. Origin and early history of the Satvahansup to Satkarni I. Revival of Satvahana power under Gautamiputra Satkarnihisachievements, rise of Kushanas, Kanishka-date, political and cultural achievements. Economic condition of India from 200 B.C. to 300 A.D. with special reference to trade and commerce. A study of social religious life and developments in art and architecture, literature and education during period c.200 B.C.-300 A.D.
Unit-IV	Rise of Imperial Guptas –Origin and early history. Expansion, Nature of Gupta State and administrative organization. Huna invasion and its impact. Decline of the empire and consolidation of Gupta empire under Samudragupta and Chandragupta. Development in art and architecture ,literature and science during the Gupta age. Gupta Period As a golden period of ancient India

Unit-V	Harshvardhana-his conquests, administration and cultural achievements. Emergence of feudalism. Account of Fahien and Yuan Chwangs. Political and cultural achievements of Pallavas and Chalukyasupto750 A.D. Arab invention on India

Course outcomes

At the end of this course, the student will be able to

1. To understand the importance of sources for the study of Ancient Indian History.
2. To learn the fundamental knowledge of pre and proto historic culture.
3. To understand the various aspects of Harappa Culture.
4. 4. To learn the cultural development during the early Vedic to Later Vedic age.
5. To understand the nature and characteristics of Mahajanpadas and Republican states in sixth century B.C.
6. To learn the various aspects of maurya administration, economy and culture.
7. To understand the political and cultural Achievements of Sungas and Gautamiputra Satkarni
8. To learn the nature and impact of Indo-Greek invasion over the India.
9. To understand the political and cultural development during the three century B.C. to fourth century A.D.

Recommended Readings:

1. H.D. Sankalia : Prehistory and Protohistory of India and Pakistan, Oriental research,Pune,1994
2. Vidula Jayaswal :Bhartiya Itihaske Adiracharanki Rooprekha , Munshi Ram Manohar lal,Delhi,1986
3. Gregory Possehl : Harappa Civilisation , Oxford and IBH,1993
4. H.C. Raychaudhary : Political History of Ancient India Mac Millan Delhi 1989
5. R.k. Mukharjee : Chandra gupta Maurya and his times, Orient Long man,1998
6. Kamal Nayan :Prachin Bharat kaItihas, Jain Prakashan, Jaipur,2003
7. D.R. Bhandarkar : Asoka, Deccan College, Pune,1978
8. Jha And Srimali : Prachin Bharat KaItihas, Moti Lal Banarasi Das,Delhi,1971
9. K.C.Srivastava :Prachin Bharat KaItihas, Abhivyakti Prakashan,Allahbad,1999
10. Romila Thapar : Decline of the Maurya empire, Rupa Publication,1998,Delhi
11. B.B. Lal :India 1947-1997 New light on Indus Valley Civilisation, Delhi
12. Jha And Srimali :Prachin Bharat KaItihas, Prakashan,Allahbad,1999laThapar : Decline of the Maurya empire, Rupa Publication,1998,Delhi
13. V.S. Agrawal- Indian Art,VolI ,Prithivi Prakashan Varanasi,1965
14. Sudhakar Chattopadhyay: Sakas in ancient India, Bang Publication, 1961, Kolkata
15. D.P. Agrawal: Essays in Indian Proto History. B.R. Publishing, new Delhi,1979
16. S.R. Goyal : (A)The History of Imperial Guptas, Agam Prakashan,Jaipur,1987
    i. (B) Prachin Bharat kaRajnetikItihasAgamPrakashan,Jaipur,1987
17. B.P. Sahu: Iron and Social Change in Early India, Oxford Univ.press,2006
18. F.R.A. Allichin: The origin of a Civilization, Viking Publication,1995
19. A.L. Basham: The wonder that was India, Oxforduniv. Press 1977,(Also in Hindi)
20. Kamal Nayan :Prachin Bharat kaItihas, Jain Prakashan, Jaipur,2003
21. D.R. Bhandarkar : Ashoka, Deccan College, Pune,1978

M.A.-2nd Year

Paper-I. History of Medieval India

Course Learning Objectives:

The objective of this course is

1. To learn the Political situations of Early medieval phase in India.
2. To understand the establishment of delhi sultanate.
3. To learn the cultural development during the Delhi sultanate
1. To learn the various aspect of sultanate and Mughals administrative systems.
2. To understand the social change and development during the medieval phase.
3. To learn the development of art and architecture under the Mughal and regional development of art and architecture during this time.

UNIT-I	Rise and fall of Gurjarpratihars of kanauj. Tripartite struggle amongst Pratihars, palas and rastrakutas. Political condition of india and central Asia during the last quarter of the 12 century. Indian feudal system and its role in checking the turks . Turkish invasions and the resistance of the Indian princes. causes of Turkish success. Economic and cultural impact of the Turkish conquests. Eastablishment and consolidation of delhi sultanate .under Illtutmish, balban , Allauddinkhalji , Muhammad bin tughlaq and sikandarlodi.
UNIT- II	The disintregration of central authority and the rise of provincial kingdoms (bahmani ,vijaynagar and jaunpur). Rise of Mewar under Ranakumbha and his cultural achievements.The north –west frontier problems of Delhi sultans . Bhakti and sufimovements .the Development of Literature , art and architecture. Nature and chararacter of Delhi sultanate. Turko Mongol theory of sovereignty of the afghan experiment.
UNIT- III	Mughal theory of kingship .nature of Mughal state. Central, provincial and local administration and judicial of sultanate and Mughal. Structure of military administration during mughal period. Mughalmansabdari system . Land revenue administration under sultanate and Mughals. role of nobility and ulema in the growth of administrative institutions. Caste structure and the development of caste system. Functioning of social institutions- family and marriage. Position of women. Slavery .life and conditions of the masses. Education and literature.
UNIT- IV	Salient features of sarcenic, Hindu and Indo –Muslim style of architecture. The provincial style of architecture during the sultanate period (Rajasthan, mandu, Gujarat, jaunpur). The mughal architecture. Synthesis of the Indian and Persian style of painting – evolution of the mughal painting- provincial and regional styles.
UNIT- V	Mughal imperial expansion: military technology; ecology and inner frontiers; 'war animals'; Political alliances, gift-exchanges and the rule structure: alliances with the local aristocracy; relations with merchants and gentry; state in localities. Political Formations in the early Eighteenth Century: Mughal 'decline'; agrarian revolts; lower caste movements; the Sikh revolt; the rise of the Marathas.

Course outcomes

At the end of this course, the student will be able to

1. To understand the actual situation of India after the decline of wardhan empire and Turkish invasion
2. To learn the different aspects of establishment and consolidation of Delhi sultanate.
3. To understand the various dimensions of regional development during the Delhi sultanate.
4. Recommended Readings
5. Learn the various aspects of sultanate and mughals administrative systems.
6. Understand the different dimensions of caste system and social development during the medieval phase.
7. Learn the development of various styles of art and architecture under the mughal and regional development.
8. Understand the mughal imperial expansion in the different part of India and the decline the mughal empire.

Recommended Readings:

1. Mohd. Habiband KA.Nizami (ed.): A Comprehensive History of India vol.V The Delhi sultanate (Also in Hindi)
2. A.B.M. Habibullah: The foundation of muslim rule in india (Also in Hindi)
3. R.C. majumdar (ed.)The History and culture of the indian people vol. VI , Delhi sultanate .
4. Yusuf Hussein: Indo- Muslim polity (Turko- Afghan period)
5. I.H. Qureshi : The Adminitration of the sultanate Delhi
6. A.B. Panday : First afghan empire in India
7. S.B.N. Nigam : Nobility under the sultans of Delhi.
8. S.R. Sharma: mughal government and administration
9. IbnHassan :The central structure of the Mughal empire
10. P. saran :Islamic polity
11. W.H. Moreland :The agrarian system of moslemindia.
12. Irfan Habib: The agrarian system of mughal India.
13. Norman Ahmad Siddiqi : Land revenue administration under the Mughals (1700- 1750A.D.)
14. K.M. Ashraf: life and conditions of the people of Hindustan.
15. Yusuf Hussain : Glimpses of medieval indian culture
16. P.N. Chopra : some aspects of society and culture during the mughal age.
17. A.yusuf Ali: Medieval india , social and economic conditions.
18. percybrown : Indian architecture ,vol.II
19. percy brown: Indian paintings under the Mughals
20. Moti Chandra: The technique of mughal paintings
21. Muzaffar Alam and Sanjay Subramaniam (eds.), The Mughal State (New Delhi, 1998)
22. C.A. Bayly, Rulers, Townsmen and Bazaars: North India in the Age of British Expansion (Cambridge, 1983)
23. Muzaffar Alam, Mughal Imperial Decline in North India (New Delhi: 1986)
24. Seema Alavi (ed.), The Eighteenth Century in India (New Delhi: 2008)
25. Farhat Hasan, State and Locality in Mughal India: Power Relations in Western India, 1572-1730 (Cambridge, 2004)

Paper-II. Social, Economic and Religious Life in Ancient India

Course Learning Objectives:

The objective of this course is

To learn the Concept of Dharma

1. To understand the Varna and Jati system.
2. To learn the Ashramas, Purusharthas and Sanskaras.
3. To understand the Institution of Family and Marriage.
4. To understand the position of women in ancient.
5. To understand the Economic systems and institutions
6. To learn the basic form of Feudalism.
7. To understand the ancient Indian economy.
8. To understand the Urban and industrial economy.
9. To learn the Main features of the religious practices
10. To understand the Rigvedic religion, Later Vedic religion and Upanishad doctrines.
11. To understand the major Theistic cults.
13. To learn the Origin and Historical background of Buddhism.
14. To understand the Buddhist Doctrines
15. To learn the Mahayana Buddhism and Tantric Buddhism.
16. To understand the Jaina doctrines and the Formation of Jaina canon.

Unit-I	Concept of Dharma as the basis of Indian society. Concept and origin A historical-cultural study of Varna and Jati. The Idea of Varna-Samkara Ashramas, Purusharthas and Sanskaras-objective, types and significance. Concept and prevalence of asceticism in Ancient India .Institution of Family and Marriage.
Unit-II	A survey of the position of women in ancient India .Education- a survey of the evolution of Vedic, Buddhist and Jaina system of Education. Economic systems and institutions: Land ownership; Land revenue and other forms of taxation
Unit-III	Feudalism- a brief survey of the debate over feudalism in India, Economic guilds; Credit and banking system; Slavery and labour. Stages in ancient Indian economy: Chalcolithic village economy, Harappa economy .Vedic agriculture
Unit-IV	Urban and industrial economy during the Mahajanpadas. Mauryan Imperial economy. Economic progress in Gupta period. Religion-Meaning, origin and types. Main features of the religious practices in Indus –Saraswati civilization. Rigvedic or early Vedic religion : Pantheon, Yajna , Rta,monotheistic and monistic trends .Later Vedic religion : Pantheon , Growth in ritualism, ethical institutions, Atharvedicmagico-religious practices.

Unit-V	Upanishadic doctrines : Brahman ,Atman and monism: emphasis on anonattachment (Vairagya) and Knowledge (Jnana).General characteristics of Theistic religions. A study of major Theistic cults : Vaishnavism and Saivism Origin, antiquity and doctrine. Main teachings of Bhagwad Gita. Buddhistsangha, Buddhist councils, Formation of Buddhist canon schism. A brief survey of Mahayana Buddhism.Later philosophical systems .Tantric Buddhism decline and disappearance of Buddhism. Antiquity of Jainism life and teaching of Parsavanath and Mahavira.Jaina doctrines. Formation of Jaina canon .Division of Jaina church into Svetambars and Digambars; their further history and main differences.

Course outcomes

At the end of this course, the student will be able to

1. To understand the basic Concept of Dharma.
2. To learn the various aspects of Varna and Jati.
3. 3. To understand the fundamental of Ashrams, Purusharthas and Sanskaras and importance as san Institution of Family in ancient India.
4. To understand the origin and development of various economic systems and concern institutions**.**
5. To understand the various forms of Indus, Rigvedic and Later Vedic Religion.
6. To learn the importance of Theistic religions.
7. To understand the Origin and Development of Buddhism and Jainism.
8. To learn the main feature of Buddhist and jain Doctrines.

Recommended Readings:

1. S.K. Maity: Economic life in Northern India in the Gupta period, Moti Lal Banarasi Das,1957
2. Gavi Flood: The Blackwell Companion to Hinduism, Blackwell New Delhi,1974
3. Aloka Sen Parashar: Subordinate and Marginalised groups in Early India, Oxford univ.Press,2004
4. Jai Shankar Mishra: Prachin Bharat kasamajikItihas,Viswavidyalaya Prakashan, Varanasi,1959
5. M. Jauhari :Prachin Bharat mein Varna Vyavastha,Swati Publication, Agra 1998
6. N.K. Dutta : Origin and growth of caste in India,Mac-Millan,Kolkata,1968
7. P.V. Kane:A History of Dharamshashtra, Deccan College Pune,1977
8. P.N. Prabhu : Hindu Social Organization, Jhaveri and Tendulkar Pub,Mumbai,1989
9. R.B. Panday : Hindu Samskara , Viswavidyalaya Prakadshan,Allahabad,1997
10. R.S. Sharma : Light on early Indian Society and Economy, Bihar Hindi Granth Akadamy,Patna,1999
11. G.L. Adhya: Early Indian Economics, Pointer Publication, Jaipur,2000
12. B.N.S. Yadav : Society and culture in Northern India in the twelve Century, Jawahar Publishers, New Delhi,1989
13. Moti Chand : Trade route in Ancient India, S.Chand Publication,Delhi,1998
14. R.B. Ranade:Philosophy of Upanishads, Ferguson College Pune,1967
15. G.C. Tripathi: Vedic Devmandal,Vishwavidyalaya prakashan,Allahabad,1994
16. J.N. Benerjee : Religion in Ancient India, Bangla publication,Kolkata,1999
17. G.C. Pande:Studies in origin of Buddha M.P. Hindi Granth Akadamy,1988.
18. V.S. Pathak: Saiva cult in North India, Ajmera Publication Jaipur,1984
19. P. Chaturvedi :Vaishnava Dharma, Lakshaya prakashan,Ajmer,1998

Paper III-Women in Indian History

Course Learning Objectives:

The objective of this course is

1. To learn the Nature and scope of women studies.
2. To understand the Socio-Economic status of women.
3. To learn the Women and work.
4. To understand the culture of women.
5. To understand theWomen in modern India.

Unit-I	Nature and scope of women studies. Sources-Shruti and Smriti Texts, other literature, Archaeological sources – Inscriptions, coins specimen of art and architecture, Women in Medieval India : Sources- Literary sources-Sanskrit, Persian and Vernacular. Other Sources-Painting, specimen of art and architecture.
Unit-II	Status of women: Socio-Economic status –Marriage, widow property rights .Women and work Women's education.
Unit-III	Women and work –household, agriculture industry. Education-Right to scriptural and laukika education.
Unit-IV	Religion and culture of women: Brahmanism, Buddhism, Jainism Vaishvanism, Saivism, Shaktism. Hinduism, Islam, Sufism, Bhaktimovement. Literature, Arts-Sculpture, Painting, architecture, dancedrama, music.
Unit-V	Women in modern India: Sources-Archival material government files, official reports, census reports, diaries, memoirs, autobiographies etc.

Course outcomes

At the end of this course, the student will be able to

1. To understand the Nature and scope of women studies
2. To learn the Socio-Economic status of women special Reference to Ancient India.
3. To understand the analysis of the sources of modern Indian women.

Recommended Readings:

1. Friedhelm Hardy: The religious culture of India: Power love and Wisdom, Cambridgesuniv.Press,1994
2. A.K. Ramanujan: Towards a counter-system: women's tales in in the collected essays of A K Ramanujan, Oxford univ.press,1999
3. Ludo Rocher: The Kamsutra: Vatsayan's attitude to dharma and dharamshastra, Journal of American oriental society, 105,1995,pp.521-525
4. Vatsayan: Kamsuta, Motilal Banarasi Das New Delhi,1967
5. A.S. Altekar: The position of women in Hindu Civilisation, Rajkamal Publication,Delhi,1986
6. Susie Taru and K.Lalita: Women Writing in India,Cambridgeuniv. press ,1998
7. Rekha Mishra: Women in Mughal India,Delhi viswavidyalaya, Hindi Madhyam, Delhi,1991
8. Neera Desai :Women in Modern India, Shinde publication,Mumbai,2003
9. J. Krishnamurthy : Women in colonial India, Orient longman,Delhi,1993
10. B. R. Nanda: Indian Women, Mandal Prakashan, Delhi,1999

Paper-IV-History of Modern India 1757A.D.-2000 A.D.

Course Learning Objectives:

The objective of this course is

1. To understand the actual situation of India after the decline of mughal india and establishment of British power and its consequences.
2. To learn the development of nationalism in India after 1857 Revolt and various the Political association and the Indian National Congress.
3. To understand the Gandhi's career, Ideology and methods of mass mobilization.
4. To learn the Growth of separatism.
5. To understand the Peasants, workers movements and Depressed classes movements.
6. To understand the Globalisation, Corruption etc.

Unit-I	Social, economic, political, military and cultural conditions in the second half of the Eighteenth century in India. The historiography of the eighteenth century. The British conquest of India: the international context; War and Society; Princely states from Hastings to Dalhousie. The consolidation of British power in India: Land Revenue, changing framework of colonial governance; economic underpinnings; the armature of the colonial state: army, law, police.
Unit-II	Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism; the new education, printing and the idea of reform of Indian civilization. Collaboration and Resistance: Mutinies in the armies and popular resistance: The Vellore mutiny, Mappila uprisings and the Great Revolt of 1857.
Unit-III	The great revolt of 1857-cause & consequences. Approaches to Indian Nationalism-Conceptual debates Emergence of organized nationalism. Political association and the Indian National Congress. Contribution of Moderates and extremists to the National Movement.
Unit-IV	Home Rule Movement. Constitutional developments up to 1919.,.Role of Terrorists and Revolutionaries with special reference to Chandrasekhar and Bhagat Singh, Rise of Gandhi. Gandhi' scareer, Ideology and methods of mass mobilization, Nature of Gandhian movements-Non co-operation movement, Civildisobedience movement and quit India movement.
Unit-V	The left Movements-Socialist and communists. States people movements. Growth of Separatism-Aligarh movement, Muslim league, Hindu MahaSabha.Subhash Chandra Bose and the Indian National Army. Peasants' and workers movements. Depressed classes movements. Women in Indian national movement. The Act of 1935.Communal politics and partition .Transfer of power and Indian Independence (15Aug 1947). Electoral politics, Dalit Movements ,Land reforms, the politics of Planning and Rural reconstruction, Terrorism, Globlisation, Corruptions, CAG and CVC

Course outcomes

At the end of this course, the student will be able to

1. To understand the various aspects of India after the Mughal power and establishment of British power and its consequences.
2. 1. To understand the establishment the various Political association after the 1857 Revolt and the Indian National Congress.
3. 2. To learn the development of nationalism from the last decade of nineteen century upto independent.
4. 3. To understand the various contemporary issues after independent India

Recommended Readings:

1. P. Lawson, The East India Company: A History, London: Longmans, 1993.
2. R. Barnett, Rethinking Early Modern India, Manohar, New Delhi, 2002.
3. C.A. Bayly, Imperial Meridian: The British Empire and the World 1780-1830, Longman, 1989.
4. P. Kennedy, The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000, New York: Vintage Books, 1987.
5. J. M. Ward, Colonial Self-Government: The British Experience 1759-1856, Toronto: University of Toronto Press 1976.
6. D. Peers, India under Colonial Rule 1700-1885, Harlow and London: Pearson Longmans, 2006.
7. J. Malcolm, Political History of British India from 1784 to 1823, New Delhi, Associated Pub. House 1970
8. T.R. Metcalf, Ideologies of the Raj: The New Cambridge History of India, III.4, Cambridge University Press, 1995.
9. M. Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, Oxford India Press, 1986
10. S. Alavi, The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830, Oxford University Press, 1995.
11. Thomas Metcoff: The aftermath of revolt: India 1857-1870,Manohar,Delhi,1990
12. Partha Sarthi Gupta: The British Raj and its Indian armed forces,1857-1939,Oxford univ,press,2002
13. R.C. Majumdar: The history and culture of Indian People, Oxford Univ press,1987
14. Anil Seal: Emergence of Indian Nationalism. Delhi University Publication,1996,Delhi
15. A.R. Desai: Social background of Indian Nationalism.Spectrum,publication,1967, Delhi.
16. S.R. Mahrotra: Emergence of Indian National Congress. Rashtriya prakashan,Mumbai,1976
17. M.S. Jain: Aligarh Movement, Panchsheel Prakashan, Jaipur,1984
18. Bipan Chandra: Indian freedom struggle, Delhi Vishwavidyalaya,Delhi,1999
19. Tara Chand : History of the Freedom Movement, VolI-IV Jhaveri and Tendulkar publication,Mumbai,2000
20. R.L. Shuka: Adhunik Bharat.Delhi Vishwavidyalaya,Delhi,1914.
21. Deena NathVerma: Adhunik Bharat KaItihas, Uttam Prakashan Patna,2003
22. B.L. Grovar: British policy towards Indian Nationalism. S. Chand Publication, New Delhi,1994
23. Bipan Chandra; Aajadi Kebaad KaBharat, Delhi Vishwavidyalaya, Hindi Madhyam,2000

Paper V -DISSERTATION

Unit-I- Introduction to the Study
Unit-II - Review of Related Literature
Unit-III- Research Design and Methodology
Unit-IV - Analysis of Data
Unit-V - Findings, Conclusions and Implications